

**THE PROCESS OF ENGLISH LANGUAGE TEACHING AND  
LEARNING AT SMA NEGERI 1 MINGGIR (A CASE STUDY)  
IN THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
a *Sarjana Pendidikan* Degree in English Language Education**



**By  
Dimas Suryo Endarto  
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2013**

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**APPROVAL SHEET**

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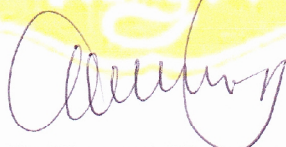
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## RATIFICATION

### THE PROCESS OF ENGLISH LANGUAGE TEACHING AND LEARNING AT SMA NEGERI 1 MINGGIR (A CASE STUDY) IN THE ACADEMIC YEAR OF 2013/2014

#### A Thesis

Accepted by the Board of Examiners of the Faculty of Languages and Arts  
of Yogyakarta State University on June , 2013 and Declared to have fulfilled the  
Requirements to Acquire a *Sarjana Pendidikan* Degree in English Education.

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di UNY atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 24 June 2013

Penulis



Dimas Suryo Endarto

## DEDICATIONS

This thesis is dedicated to:



*My beloved mother and father, Gus Dar (Agus Sudarsono and Eny Wati) thank you for the love, prayers, patience, and support. You are my greatest motivation. I am proud of having you.*



*My little brother and sister, (Paramestri Prabandari and Iswara Yudha Pratama) for the happiness and the time we share together.*



*My beloved Devi Restia Putri for the support, patient and loving me.*



*My friends Yogi Satrio, Dwi Prasetyo, Lambang Herjuno, Ian, Erin, Segita, Janita, Saptian. I am proud of having you.*

## MOTTOS

*A little experience often upsets a lot of theory*

(Cadman)

*Don't waste the time or time will waste you*

(Matthew Bellamy)

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1. his beloved father and mother, her sister and other family members who have given their love, prayer, support, motivation and have been waiting for his graduation patiently;
2. his consultant Dr. Margana, M.Hum., M.A. who have guided him in accomplishing this thesis and given their continuous direction, guidance, help and correction during the process of writing this thesis;

The writer expects that Allah SWT may give the blessing to the above people in return to all of the good things given to him.

The writer is fully aware of the fact that thesis is still far from being perfect. He expects, however, that it will be useful for the improvement and development of English education in Indonesia.

Yogyakarta, June 2013

The Writer,

Dimas Suryo Endarto



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## **ABSTRACT**

The research is an attempt to describe how the process of English language teaching and learning is going on in SMAN 1 Minggir.

The research study is classified into descriptive research. The participants of this study were the tenth grade students of SMAN 1 Minggir. The key instruments used in this research are observations sheet, questionnaires sheet, interview transcript. The data were collected through observations, questionnaires, in-depth interviews. There were three stages in the process of English teaching and learning process which are discussed in this research report. The first stage is the teaching preparation. The next stage is the classroom teaching and learning process. The last stage is the learning evaluation.

Based on the observation, in the stage of teaching preparation, the teacher prepared the lesson plan based on the curriculum. The teacher use task-book *Tuntas* as one of learning sources in the classroom. Then, in the stage of teaching and learning process, the teacher used power point as a media in delivering the materials. On the one hand, the lessons seemed monotonous because of lack of interactive media. In the evaluation, the evaluation process is done well by the teacher. The results of students's learning evaluation are satisfying. It means that the learning materials were successfully delivered and the teaching-learning process was appropriated with the lesson plan. Therefor, it can be simply said that the process of English teaching and learning in the tenth grade of senior high school students at SMA Negeri 1 Minggir is succeed.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English plays an important role as a global language. Besides having a role as the language of technology and art, it is also a means to achieve trade and economic goals, international relationship, socio-cultural objectives, and education. It can be said that English mastery is a minimum requirement for the success of the Indonesian people in facing globalization. It can be gained from several programs, and the English teaching program in schools is still the most important for students in Indonesia. It implies that the command of English requires formal learning. Starting from the elementary school, English is an obligatory subject to learn. Meanwhile, in Indonesia English is considered as a foreign language (EFL). It has also been introduced to educational institutions and learnt from the elementary schools up to university as a compulsory subject.

The aim of teaching is to facilitate learning. To reach a successful teaching, the teaching process must run effectively and efficiently. An effective and efficient teaching process can be achieved if the teacher has known the characteristics of his or her teaching process; because after the information of the characteristics of an English teaching process is obtained, the information can be analyzed and then used as an input to improve the quality of the English teaching.

The objective of the English teaching and learning is to make students able to make English communication in both oral and written forms. One of the characteristics of communicative teaching is that the students and the teachers use the target language to communicate with one another. However, sometimes the teachers use Bahasa Indonesia to explain or to talk to students, because they are afraid that the students do not understand the target language. This might make the students feel that English is just the language used for learning, not for communicating.

There are many factors that can make the English teaching and learning process is not successful. It can be because of the techniques or the materials which are not good or appropriate in teaching the target language. Based on the problem above, the researcher tried to conduct a research to observe how the English teaching and learning process is going on in a real situation context.

## **B. Identification of the Problems**

Dublin and Olshtain (1986: 27-32) say that there are five basic components of a language-teaching program. They are the curriculum and syllabus, students, teacher, resources, and materials. The curriculum is the vehicle through which policy-makers convey information to teachers, textbook writers, examination committees, and learners concerning the program. The syllabus might have the title of 'curriculum', 'plan', and 'course outline'.



The second component is students. In communicative programs, students are expected to take an active part in the learning process. They are put into situations in which they must share responsibilities, make decisions, evaluate their own progress, and develop individual preferences and so on. The third component is teachers. The teachers at junior high schools are typically non-native speakers. Therefore, the following factors need to be considered; (a) teachers' command of the target language, (b) teachers' training, background, level of higher education, exposure to the ideas concerning the nature of language and language learning, teaching experience, and (c) teachers' attitude toward English.

The next component is resources. Dublin and Olshtain (1986: 32) give limitations on resources into a number of key factors which need to be considered carefully as a part of the policy-making process. They are the time available and classroom setting. The last component is materials. The materials designed on the assumption that learning is initiated and monitored by the teacher must meet quite different requirements from those designed for the students' self-instruction or peer tutoring. The core materials are usually paper-based but, where possible; teachers also want to use audio and video-cassettes, overhead transparencies, computers and other equipment or real objects. These five components are the aspects of English language teaching process. A process that can be observed by the researcher to gain credible research finding related to the English language teaching process.

### **C. Limitation of the Problem**

Based on the background of the study and the identification of the problems, the researchers limit the problem that would be investigated just how the process of English language teaching and learning is going on in the SMA Negeri 1 Minggir.

### **D. Problem Formulation**

In line with the background of the study, identification of the problems, and limitation of the problem, the problem can be formulated as “how is the English language teaching and learning process at SMA Negeri 1 Minggir going on?”

### **E. Objective of the Study**

Corresponding to the problem formulation, the objective of the research is to observe and find out how the English language teaching and learning process at SMA Negeri 1 Minggir is going on.

### **F. Research Significance**

There are some expected advantages that could be acquired from the research study. Generally, the advantage of the research study is to give information concerning conducting English language teaching process. Particularly, the advantage of the research study contributed to:

1. To the English teacher and students

- a. The result of this research study can give an explanation concerning English teaching process from a real situational context.
- b. The result of this research study can give a feedback regarding English teaching and learning.

2. To the other researchers

The result of this research study can be an input of reference for further research.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

In order to sharpen the theoretical framework of this study, this chapter is aimed to review some relevant theories.

#### **A. Literature Review**

##### **1. English as a Foreign Language (EFL)**

There are so many references about the definition of a language. Language is everyone's key to communicate to each other. Language is also an important key to students' success in learning other subjects or lessons in their school. By using the language, students can express their ideas and thoughts some subject matters or lessons.

Brown (2000: 5) states that the language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Brown extends the definition of language, they are presented as follows:

- a. Language is systematic.
- b. Language is set of arbitrary symbols.
- c. Those symbols are primarily vocal, but maybe visual.
- d. The symbols have conventionalized meanings to which they refer.
- e. Language is used for communication.
- f. Language operates in speech community or culture.
- g. Language is essentially human, although possibly not limited to humans.
- h. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

The English language is one of the foreign languages which is used by a lot of countries as their foreign language. Brown (2001: 3) states that English as a foreign language always refers specifically to English taught in countries (such as Egypt, Japan, and Venezuela) where English is not a major language of commerce and education. They may be obtainable through language clubs, special media, opportunity books, or an occasional tourist, but efforts must be made to create such opportunities.

Indonesia is one of the countries that uses English as a foreign language. Considering that English is an international language, the Indonesian government tries to make the citizens able to communicate with each other by using English. It has long been the government's policy to make the English language as a compulsory subject in secondary education. Along with the demands in the era of globalization, the English language curriculum is from the fourth grade in elementary schools classes as a local-content subject.

#### **a. Teaching English as Foreign Language (TEFL)**

Madya (2000: 1) states that TEFL means that English is taught as a foreign language, a language spoken by people from other countries and not used for formal communication and/or daily communication. English is not used in the daily activity like *Bahasa Indonesia*. However in the globalization era, to master a foreign language is greatly needed to stimulate the growth of free trade and better cooperation between countries.

Meanwhile, Brown (1987: 136) explains that teaching English as a Foreign Language (TEFL) is teaching a non-native language in one's own culture with few immediate and widespread opportunities to use the language within the environment of one's own culture.

## **b. Language teaching and learning**

### **1) Language teaching**

Corder (1973: 224) states that language teaching normally starts after the learner has already achieved command of the 'formation rules' or code of his mother tongue or, in other words, after he has in most cases learned to read and write in his mother tongue. In relation with the materials to teach, he further explains, "we need only to teach him what he does not yet know of what he needs to know".

Brown (1987: 7) defines "teaching as guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning." This definition implies that a teacher has a big role in setting the condition for learning, motivating the students in order to learn, facilitating the learning process, and finally guiding the students in the learning process.

Meanwhile, Widdowson in Brumfit and Johnson (1979: 20) state that in teaching a language, one has continually to make compromise and to adjust one's approach to the requirements of the students of the teaching situation. It would be wrong to be dogmatic. From the experts' definitions of teaching above, it can be drawn that teaching is a systemic activity of an environment consisting of

educators and students to interact with each other in doing an activity so that there is a process of learning and teaching objectives are achieved.

## **2) Language learning**

According to Brown (2000: 7), “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” Teaching cannot be defined apart from learning. Brown (2000: 7) gives more definitions of learning as follows:

- (a) Learning is acquisition or “getting”.
- (b) Learning is retention of information or skill.
- (c) Retention implies storage systems, memory, cognitive organization.
- (d) Learning involves active, conscious focus on and acting upon events offside or inside the organism.
- (e) Learning is relatively permanent but subject to forgetting.
- (f) Learning involves some forms of practice, perhaps reinforced practice.
- (g) Learning is a chain in behavior.

## **3) Learning process**

According to Brown (1987: 78-79), learning process is the characteristics of every human being. He says that in the process of learning and retention, human beings usually use principles of transfer. Meanwhile, learning styles are those general characteristics of intellectual functioning (and personality type as well) that pertain someone as an individual, that differentiate him/her from someone else.

Learning is a process of interaction with students and teachers to learn the source of learning in an environment. Learning is an educational assistance which is given by the teacher in order to transfer the knowledge, mastery of skills and

inclinations, and the formation of attitudes and beliefs on students. In other words, learning is a process to help students to learn well. The teaching-learning process is experienced by human beings in their life, and can be applied at anytime and anywhere. Learning has a similar understanding of teaching, despite having different connotations. In the context of education, teachers teach in order to make the students can learn and master the content of lessons, to achieve the specified objective (cognitive aspect), to affect the change of attitude (affective aspect), and to improve students' skills (psychomotor aspects). Meanwhile, learning also implies the existence of interaction between teachers and students.

There are 3 (three) important factors determining the optimal learning, these are:

- a) The curriculum, which includes learning objectives, indicators, teaching materials, basic competencies and standards of competencies.
- b) Teacher, who is capable of arranging teaching materials, controlling of learning methodologies, able to use the media properly, and able to evaluate the results of the teaching-learning process.
- c) Students, who are ready to receive the learning material, learning infrastructures, classroom furniture, laboratory equipment and supporting media.



## **2. The Teaching Techniques in English as Foreign Language (EFL)**

### **a. Approaches, Methods, and Techniques**

An approach is theoretically well-informed positions and belief about the nature of language, the nature of language learning, and the applicability of both pedagogical settings. A method is a generalized set of classroom specifications for accomplishing linguistic objectives. A technique is any wide variety of exercises, activities or tasks used in the language classroom to realize the lesson objectives.

Similarly, Anthony (1972: 5-7) in Madya (2000: 4) states that an approach constitutes the theoretical basis for language teaching; it is viewed as a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. A method is an overall plan for the orderly presentation of the language material, no part of which contradicts, and all of which is based upon, the selected approach. A technique is “implementational”, referring to a particular trick, strategem, or contrivance used to accomplish an immediate objective. So, an approach is axiomatic, whereas a method is procedural, and techniques carry out a method which is consistent with an approach.

### **b. Kinds of Teaching Techniques**

The teaching techniques used by the teachers should be based on the communicative approach. There are many kinds of teaching techniques that can be applied in a teaching-learning process, such as;

### 1) **Lecture**

Lecture is the fastest way to convey a large amount of information to many people at one time. This technique is very common and familiar with teachers. But it is not very effective for students to retain the lesson given. The students tend to be passive while listening to the teachers, rather than active. So, it may not be the best way to ensure that the students understand what the teacher has given.

This technique is the most efficient one for communicative facts, generalizations, term, principles, and theories (Gerlach and Ely, 1980: 189). This is the cheapest and easiest technique that a teacher can apply. In applying this technique, a teacher can combine this technique with others. One of its variations is demonstration.

“Demonstrations are always accompanied by telling and explaining. It also shows how something works. Some equipments are needed in this session such as models, pictures, and mock-ups to accomplish the successful demonstration” (Gerlach and Ely, 1980: 192). Since it tends to be highly expository, the teacher dominates this term, but it is still possible for the teacher to involve the students in the demonstration session by giving them some commands and if the action is done completely and correctly, it can be said that the demonstration is done successfully. This session is useful because it provides concrete references for objects or events.

Another variation in lecturing is field trip or school journey. The same as demonstration, a field trip is a means to show to the students how something works in a real life. In this activity, the students are taken to real places to see real

people doing real things. Although the activity is an effective one to involve students, it is very rare for the teachers to do this because of the limitation of fund and time.

## **2) Class Discussion**

“Discussion or conference techniques include all those activities which tend to develop an interchange of ideas between the teacher and the learner, and among learners themselves.” (Gerlach and Ely, 1980: 189). This technique is also familiar among teachers, especially to those who teach social studies. The technique is usually done following the lecturing session. Through this technique, both of the students and the teacher tend to share ideas. They can argue each other and develop their mind. Although it can develop the students’ ability in speaking and other language skills, it has some limitation in its application. One of its limitations is it is not a practical technique if it is done with more than 20 people. Some students who are smart and active can dominate, and as its consequences, others may not participate. This technique also takes much time, and if the teacher as the leader of discussion cannot manage the students and situation, the topic of the discussion can get off the track. This technique needs more attention, so when it is done, the best result can be obtained. However, the discussion technique can be selected to ensure opportunities for participation by as many individuals in the groups as they might want to speak.

Some variations in applying the discussion technique are debates and conversations. Those variations and discussion themselves can be highly effective

learning tools that encourage students to voice their opinions and to ask questions to their classmates and teachers.

### **3) Simulation, Role-Plays and Games**

Based on Sturtridge's opinion in Johnson and Morrow (1981: 126), among the classroom activities, role-play and simulation rate highly as suitable vehicles to be used in a communicative approach to language teaching. They provide a reason for teaching and allow the learners to talk meaningfully to others.

Through those techniques, the students tend to be more active than when they are in the teaching-learning process, because it is not only their ability in speaking which is developed, but also their courage in performing something in front of other students. It is also possible to involve all students to act.

Moreover, Gerlach and Ely (1980: 192) say that some teachers have attempted to bring such situations into the classroom which actively involves students on the assumption that if the students assume a role rather than they normally hold, they will act in accordance with the assumed role. The teacher has a role in giving assignments to the students to do the activities.

The same as role-play and simulation, the idea behind gaming in the classroom is that where students assume an active role in the process of learning and are responsible for sequences of their actions, they will gain knowledge of the decision-making process and the roles which apply to the situation in everyday life (Gerlach and Ely, 1980: 194). In doing some games, the students can be involved in a dynamic learning activity and discourage passivity.

#### **4) Audiovisual Techniques**

To keep the students interested and gaining more knowledge, a teacher can use various audiovisual techniques. There are several synonyms for the term audiovisual. The term is mostly known as educational media to designate the materials. In some schools, the broad term of instructional materials is used to include all auxiliary items which help the teacher to accomplish the teaching task. Gerlach and Ely (1980: 194) characterize the audiovisual materials. Those materials are chalkboards, transparencies, flip charts, videotapes and films, slides, and computers and video discs.

According to Wright in Johnson and Morrow (1981: 119), the use of audiovisual materials can make the students want to listen and speak and to considerable degree, control what they are thinking of. Through this technique the students can be asked to identify the picture which is related to a spoken dialogue from the teacher or tape, they can also be asked to mark, to complete, to write on maps, plans, diagrams, and others. Although this technique takes more time to develop a richly visual presentation, but it teaches students the content of a lesson as well as visual analysis skill. The key is to build in students' involvement and interactivity as the images are displayed and analyzed.

### **3. English Language Teaching**

#### **a. Teaching Listening**

Listening is the language modality that is used most frequently. Listening is assuming greater and greater importance in foreign language classrooms. Rost

(1944:141) points out, listening is vital in the language classroom because it provides input for the learner. Given the importance of listening in language learning and teaching, it is essential for language teachers to help the students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

A challenge for the teacher in the listening classroom is to give learners some degree of control over the content of the lesson, and to personalize content so learners are able to bring something of them to the task. There are numerous ways in which listening can be personalized.

A relatively standard format for the listening lesson developed at this time:

1. pre-listening,
2. listening, and
3. post-listening.

#### b. Teaching Speaking

Scarle (in Taylor 1990:32) defines speaking as performing speech acts using systems of constitutive rules. Clark and Clark (1977:223) defines speaking as an instrumental act. Language learners need to recognize that speaking involving three areas:

1. mechanics (pronunciation, grammar, and vocabulary),
2. functions (transaction and interaction), and

3. social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).

In the communicative model of language teaching, teachers help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

#### c. Teaching Reading

Brown (1987:7) says that teaching is guiding and facilitating learning, enabling the learner to learn, setting condition for learning. Teaching reading, then, is guiding and facilitating learning to read, enabling the learners to learn to read, and setting condition for learning to read. In teaching reading, there are many components related to each other creating the characteristics of the teaching of reading. Those components are

1. the students,
2. the materials,
3. the teacher,
4. time and place, and
5. facilities.

#### d. Teaching Writing

The teaching of writing, as of other lectures, requires certain methods in order to make students master the knowledge as well as the practice of writing.

There is no single method which is considered to be the most appropriate one for the teaching of writing. Zamel in Reid (1993:257) indicates that research aimed at finding the best method has been based on the faulty assumptions that there was a best method and one just had to find it, that teaching writing was a matter prescribing a logically ordered set of written tasks and exercises, and that good writing conformed to a predetermined and ideal model.

Based on such conditions, Silva in Reid (1993:260) says that because there is no single comprehensive pedagogical theory for teaching English writing, teachers need to examine and form their own coherent perspectives, principles, tools for thinking about second language writing in general and English writing composition in particular, and for analyzing and evaluating competing views.

## **B. Conceptual Framework**

It mentioned above that the appropriate teaching technique and methodology is needed to manage classroom teaching and learning. It is expected that the process of teaching and learning more or less is affected by appropriate and suitable teaching methodology. As the purpose of the research is to investigate the English language teaching process at SMA Negeri 1 Minggir, the researcher tries to make an effort in describing how the process of teaching and learning is goin on at SMA Negeri 1 Minggir.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with methodological issues employed to answer the problems stated in Chapter I. It begins with the discussion of the nature of the research, followed by the research setting, research data, instruments of the research, trustworthiness, and the technique of the data analysis. Each is discussed as follows.

#### **A. Nature of the Research**

This study is an attempt to describe the English language teaching and learning process. It can be categorized as descriptive research employing the naturalistic approach. Seliger and Shohamy (1989: 124) define descriptive research as research that involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation.

#### **B. Research Setting**

The research was conducted in the English class of SMA Negeri 1 Minggir. The English class that was observed is the tenth grade. This is based on the consideration that the tenth grade students are the freshmen of the school that the research was not bother the teaching and learning process like what happened if

the research is conducted in the twelve grade students whom prepare for the final test.

### **C. Research Data**

The data was collected through observations, questionnaires, in-depth interviews and documents. From those activities, the researcher got the data in the forms interview transcripts and field notes. The data was analyzed by the researcher to get the result of the research.

### **D. Data Collection Techniques and Instruments**

The data was collected by observing the teaching-learning process, giving questionnaires, conducting in-depth interviews with the English teacher at the school and documenting the process of teaching and learning in SMA Negeri 1 Minggir. The researcher was observed the activities of the teaching-learning process in the classroom.

#### **1. Observation**

The class observation was done to know what happened in the classroom in the process of teaching and learning. The results of the observation was compared to the lesson plan that is prepared by the teacher as a learning guide to see whether the learning process appropriate or not. In doing the observation, an observation guide was employed. The observation form is presented in Appendix page 52.

## 2. Interview

Interviews with the teacher were done before every class started. The researcher interviewed the teacher related to the teacher's preparation before conducting the learning process. It concerns about the lesson plan, learning material and media that is prepared by the teacher and the evaluation which is used to evaluate the teaching and learning process. After doing the interview, the researcher also was request the lesson plan as a guide line of the observation. Interviews were done with some numbers of random students.

## 3. Questionnaire

Besides using observation and interview, the data in this research also was collected using a questionnaire. The questionnaire is used to collect the information whether the learning process is appropriate or not. The questionnaire was given to all of the students after every class ended.

## **E. Data Analysis**

The data analysis technique is the process of data arrangement and data categorization in Moleong (2000: 103). The process of data analysis was started when the researcher collects the data. First, the data in the forms of field notes, and interview transcripts was categorized into groups. Secondly, the data of materials was compared to the lesson plan to see whether it is suitable or not. And finally, the researcher was determined whether the teaching and learning process is proper and suitable or not.

## **F. Trustworthiness**

Patton (1980: 108) defines triangulation as a combination of methodologies in the study of the same phenomena or programs. Triangulation forces the observer to combine multiple data sources, research methods, and theoretical schemes in the inspection and analyses of behavioral specimens (Guba and Lincoln, 1981: 107). In this study, the researcher was used triangulation technique to test the validity of the data. Burns (1999: 169) states that triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Burns (1999: 169) defines triangulation as:

Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another... this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.

In this case the researcher was compared the data taken from one source to another. Those are field note, the result of questionnaires, and the interview with the respondents.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. The Research Findings**

##### **1. The Description of the Research Subjects**

The research was descriptive research which used tenth grade students as the research subjects. There were 32 students and 1 English teacher in the tenth grade class of SMA Negeri 1 Minggir. The researcher had done the observation of the teaching and learning process in the tenth grade students without doing a treatment and minimally not to intervene the process of the teaching and learning. The research was done on July 2013 and it needed 2 weeks to finish it.

The researcher got the data from the observation result, students interview, English teacher interview and the questionnaires which has filled by the students. The observation was done by viewing the situation and condition in the process of teaching and learning. The results of the observation was used to compare the lesson plan which had prepared by the teacher whether appropriate with the lesson or not.

##### **2. The Descriptions of the Observation**

This part has the brief description as well as explanation about the results of the data that were obtained from the observation, interview, and questionnaire. From the data that was collected, the researcher found that in delivering the lesson there were some stages that had been accomplished by the teacher. They are

preparation, learning process, and evaluation. Those stages were observed by the researcher. The descriptions of each meeting were described as follows:

**a. The 1<sup>st</sup> meeting**

**1) Preparation**

The teacher had prepared what he need in the teaching and learning, before the teaching and learning process had been started. Preparation was always done by the teacher in order to make the teaching and learning process run effectively and the students accepted the lesson so that finally could implemented in a real situation. There are three things that the teacher had prepared before he came to the class.

**a) Lesson Plan**

The teacher had prepared the lesson plan as the guide in delivering the lesson. In this case, the lesson plan that the teacher prepared, has been suitable with the grade of the students. The researcher found that the goal of the lesson had been decided based on the lesson plan in order to aid the teacher managed the lesson to run effectively in a right corridor. Then, the indicators are used to evaluate the students' success in achieving the goal of the lesson. The goal and the indicators of meeting one can be seen as in the lesson plan that was prepared by the teacher. In the first meeting of the observation, the teacher would taught *Greeting* to the students. The lesson would been taught to the tenth grade students.

**Indikator :**

- *Siswa mampu merespon dengan benar tindak tutur di dalam wacana transaksional/ interpersonal dengan benar tentang berkenalan.*
- *Siswa mampu merespon dengan benar tindak tutur di dalam wacana transional dan interpersonal dengan benar tentang bertemu.*

- *Siswa mampu merespon dengan benar tindak tutur di dalam wacana transional dan interpersonal dengan benar tentang berpisah.*

***Tujuan pembelajaran*** :

*Pada akhir pelajaran, siswa mampu merespon dengan tindak tutur di dalam wacana transaksional dan interpersonal dengan benar tentang menyapa, berkenalan, memperkenalkan orang lain, dan berpisah.*

**b) Learning Material**

The second subject that had been prepared by the teacher is the learning material. From the observation and interview that had been done, the researcher found the task book *Tuntas* as a source of learning material. The teacher choosed the book because it has complete explanation about the lesson that would been taught. The explanation was easy to understand by the students. The book also had many tasks that could be used by the teacher to examine the students during the lesson.

**c) Learning Media**

The final preparation that had been done was preparing the learning media. In the observation, the researcher found that the teacher only used laptop, power point and LCD as the media of the teaching and learning.

**2) Learning Process**

**a) Introduction**

The first step in the learning process was introduction. In this step, the teacher entered the class, greeted the students and then checked the attendance. The teacher also handled the situation because there were some students make a noisy in the class. Then the teacher invited the students to stand up when

responded the greeting and asked the students to clap their hands in order to build their spirit before the teaching and learning process.

### **b) Main Act**

The next step was the main act of the teaching and learning process. The teaching method that had been used by the teacher was EEC (Exploration, Elaboration, and Confirmation).

#### ➤ Exploration

In this process the teacher gave questions of greeting.

(T = teacher, S = student)

*T: Hi, how are you?*

*S: I am fine, and you?*

*T: I am very well, thank you.*

The question was aimed to recall the students' knowledge of greeting. Then, the teacher asked another question to explore more about the material.

*T: anybody knows, when we use greeting?*

*S: the used of greeting when we meet someone.*

#### ➤ Elaboration

After the second question, the teacher moved on to the next step of learning, elaboration. In the process of elaboration there were also some stages. The steps were building knowledge of field (BKOF), joint construction of text (JCOT), modeling of text (MOT), and independent construction of text (ICOT). In the process of building knowledge of the field, the teacher discussed the use of greeting.



❖ *Greeting*

- |                             |                             |
|-----------------------------|-----------------------------|
| ○ <i>Formal Greetings</i>   | <i>Responses</i>            |
| - <i>Good morning</i>       | - <i>Good morning</i>       |
| - <i>Good afternoon</i>     | - <i>Good afternoon</i>     |
| - <i>Good evening</i>       | - <i>Good evening</i>       |
| ○ <i>Informal Greetings</i> | <i>Responses</i>            |
| - <i>Hi, how's life?</i>    | - <i>Terrific. And you?</i> |
| - <i>What's news?</i>       | - <i>Just fine, thanks.</i> |

❖ *Introducing Oneself and Other people*

- |                                  |   |
|----------------------------------|---|
| ○ <i>Introducing Oneself</i>     | <i>Responses</i>                                      |
| - <i>Hi, I'm Bagas</i>           | - <i>Hi, I'm Rhea. Glad to meet you.</i>              |
| - <i>Hello, my name is Bagas</i> | - <i>Hello, my name is Rhea. Pleased to meet you.</i> |
| ○ <i>Introducing others</i>      | <i>Responses</i>                                      |
| - <i>Do you know Bagas?</i>      | - <i>No, I don't think so</i>                         |
| - <i>Have you met Bagas?</i>     | - <i>No, I haven't</i>                                |
| ❖ <i>Leave Taking</i>            | <i>Responses</i>                                      |
| - <i>Sorry, I have to go now</i> | - <i>Yes of course. See you.</i>                      |
| - <i>I'll talk to you later</i>  | - <i>Sure. See you later.</i>                         |

In the step of joint construction of the text, the students discussed the used of greeting and related to the real context of life. While, in the step of modeling of the text, the teacher explain the use of greeting in a real context situation. As for the process of independent construction of the text, the students were asked to arrange the greeting dialogues and complete the blank conversation.

1. *Mr. Surya* : *Good morning, Luqman. How are you?*  
*Luqman* : .....?  
*Mr. Surya* : ..... *How is your family?*  
*Luqman* : .....*Thank you.*

- Mr. Surya : I'm sorry, but I really have to go now. It's been nice talking to you.*
2. *Maria : Hi, Randy*  
*Randy : .....?*  
*Maria :.....and you?*  
*Randy :.....how's work?*  
*Maria :..... would you like a cup of tea?*  
*Randy :I'd love to but ..... I have lot of work to do.*  
*I will call you this evening.*  
*Maria : .....Take care*  
*Randy : Thanks. You too.*
3. *Arumi : That's Nayla.....?*  
*Jean :No, I haven't.*  
*Arumi : Hi, Nay. How's everything?*  
*Nayla :.....?*  
*Arumi :.....thanks. Nayla,.....Jean*  
*Nayla : Hi....., Jean.*  
*Jean :.....*
4. *Roger : Excuse me,.....My name is Roger Federer.*  
*Rafael : How do you do, Mr. Federer?*  
*Roger :..... Mr. Nadal?*
5. *Lee :Good morning Mr. Takashi. How are you?*  
*Mr. Takashi : .....How about you?*  
*Lee : ..... I don't think you have met my secretary, Ms.*  
*Nadia. Nadia, this Lee.*  
*Mr. Takashi : .....?*  
*Nadia :.....?*  
*Lee :.....*

➤ Confirmation

As the process of elaboration was finished, the process was continued to the process of confirmation. In the process of confirmation, the teacher asked the students to conclude what they have learned in the meeting. The students response with a conclusion:

*“The use of greeting is to greet someone. However, there is a difference when we greet someone based on their age.”*

### 3) Evaluation

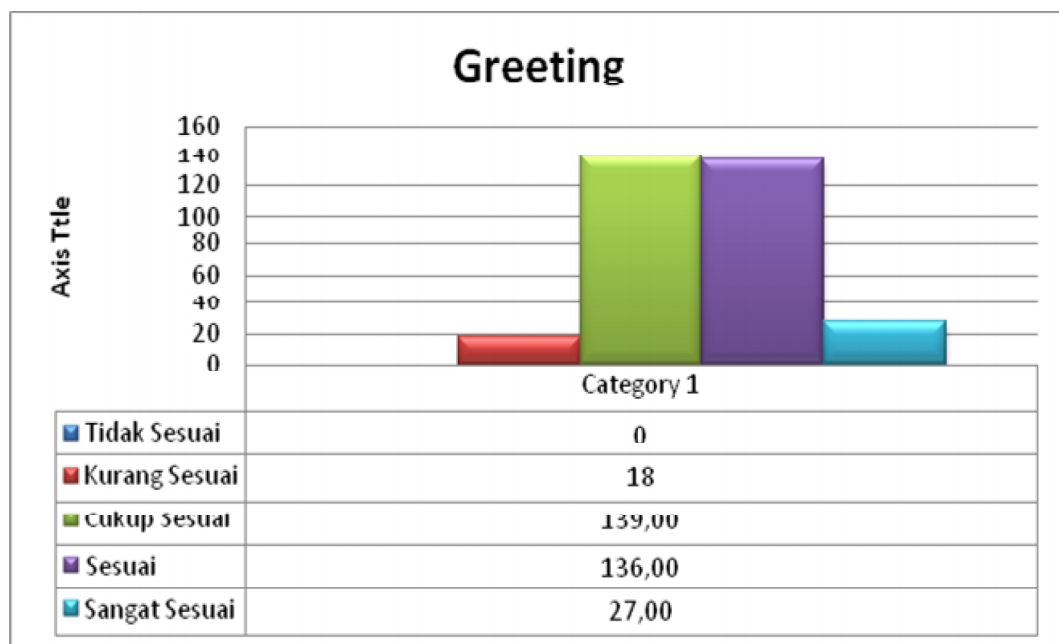
#### a) Process Approach

As the meeting was concluded, the last stage that was done by the teacher was evaluated the process of the teaching and learning. To evaluate it, the teacher gave the students assignment or the test to know the result of the teaching and learning process. The teacher asked the students to make a group in pair and make a greeting dialogue then act it in front of the class. This treatment used by the teacher to evaluate the students in accepting the lesson.

#### b) Product Approach

Based on the assignment that the teacher gave to the students, the teacher knew the students' products determine the level of the students' reception of material. The teaching and learning process called succeed when the students can achieve the goal or the purpose of the lesson based on the lesson plan. Based on the questionnaires of the students, the researcher got the data that the students able to accept the lesson of *Greeting* well because the language that was used by the

teacher was easy to understand. The source of the material also had many tasks so it helped the students to evaluate the lesson.



*Chart 1. The total number of the respondents (greeting)*

**a. The 2<sup>nd</sup> meeting**

**1) Preparation**

The teacher had prepared what he need in the teaching and learning, before the teaching and learning process had been started. Preparation was always done by the teacher in order to make the teaching and learning process run effectively and the students accepted the lesson so that finally could implemented in a real situation. There are three things that the teacher had prepared before he came to the class.

**a) Lesson plan**

The teacher had prepared the lesson plan as the guide in delivering the lesson. In this case, the lesson plan that the teacher prepared, has been suitable with the grade of the students. The researcher found that the goal of the lesson had been decided based on the lesson plan in order to aid the teacher managed the lesson to run effectively in a right corridor. Then, the indicators are used to evaluate the students' success in achieving the goal of the lesson. The goal and the indicators of meeting one can be seen as in the lesson plan that was prepared by the teacher. In the second meeting of the observation, the teacher would taught *recount text (present tense)* to the students. The lesson would be taught to the tenth grade students.

***Indikator***

- *Dapat mengungkapkan makna dalam teks fungsional pendek menggunakan ragam bahasa tulis dalam bentuk recount.*
- *Dapat mengungkapkan makna dan langkah-langkah retorika secara akurat dengan menggunakan ragam bahasa tulis berbentuk recount.*

***Tujuan pembelajaran*** :

*Siswa mampu mengungkapkan pengalaman dan peristiwa secara tertulis serta mampu merespon pengalaman/peristiwa yang didengar dengan menjawab pertanyaan dalam bentuk recount.*

b) Learning material

The second subject that had been prepared by the teacher is the learning material. The learning material as a source to achieve the goal had the important part in delivering the lesson. From the observation and interview that had been done, the researcher found the task book *Tuntas* as a source of learning material.

The teacher choosed the book because it has complete explanation about the lesson that would been taught. The explanation was easy to understand by the students. The book also had many tasks that could be used by the teacher to examine the students during the lesson

c) Learning media

The final preparation that had been done was preparing the learning media. In the observation, the researcher found that the teacher only used laptop, power point and LCD as the media of the teaching and learning.

2) Learning Process

a) Introduction

The first step in the learning process was introduction. In this step, the teacher entered the class, greeted the students and then checked the attendance. The teacher also handled the situasion because there were some students make a noisy in the class. Then the teacher invited the students to stand up when responsed the greeting and asked the students to clap their hands in order to bulid their spirit before the teaching and learning process.

b) Main Acts

The next step was the main act of the teaching and learning process. The teaching method that had been used by the teacher was EEC (Exploration, Elaboration, and Confirmation).

➤ Exploration

In this process the teacher gave questions of student's activities.

(T = teacher, S = student)

*T: what do you do every Sunday morning?*

*S : I always play football.*

*T: Great!*

The question was aimed to recall the students' knowledge of their regular activities. The teacher then asked another question to explore more about the material.

*T : anybody knows, when we use time marker?*

*S : when we express our regular activities.*

➤ Elaboration

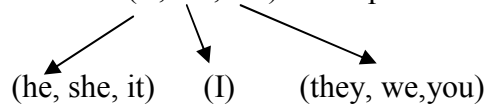
After the second question, the teacher moved on to the next step of learning, elaboration. In the process of elaboration there were also some stages. The steps were building knowledge of field (BKOF), joint construction of text (JCOT), modeling of text (MOT), and independents construction of text (ICOT). In the process of building knowledge of the field, the teacher discussed the use of present tense.

Table 1. *Time Marker*

<i>Time Marker</i>	
<ul style="list-style-type: none"> <li>- <i>Always</i></li> <li>- <i>Generally</i></li> <li>- <i>Regularly</i></li> <li>- <i>Occasionally</i></li> <li>- <i>Seldom</i></li> <li>- <i>Never</i></li> <li>- <i>Once a week</i></li> <li>- <i>Twice a week</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Frequently</i></li> <li>- <i>Often</i></li> <li>- <i>Usually</i></li> <li>- <i>Sometimes</i></li> <li>- <i>Rarely</i></li> <li>- <i>Every day/ month</i></li> <li>- <i>Twice a day</i></li> <li>- <i>5 times a day</i></li> </ul>

## Nominal

S+ to be (is, am, are) + compl


  
 (he, she, it)      (I)      (they, we, you)

Example: I am a senior high school student.

Verbal : S+ v1 (s/ es) + 0

*V1 (s/es) akan digunakan jika Subjectnya singular*

example: I learn english two days a week

He learns English two days a week

In the step of joint construction of the text, the students discussed the used of present tense. While, in the step of modeling of the text, the teacher explain the use of present tense in a real context situation. As for the process of independent



construction of the text, the students were asked to rearrange the jumbled words and gave the appropriate verb.

1. *The students – a book – every day – (read)*
2. *Every night – i – (sleep) – in the bedroom*
3. *(to be ) – he – a captain*
4. *(visit) – to grandmother' house – my parents – always*
5. *(make) – my sister - once a month – a cake*

➤ Confirmation

As the process of elaboration was finished, the process was continued to the process of confirmation. In the process of confirmation, the teacher asked the students to conclude what they have learned in the meeting. The students response with a conclusion:

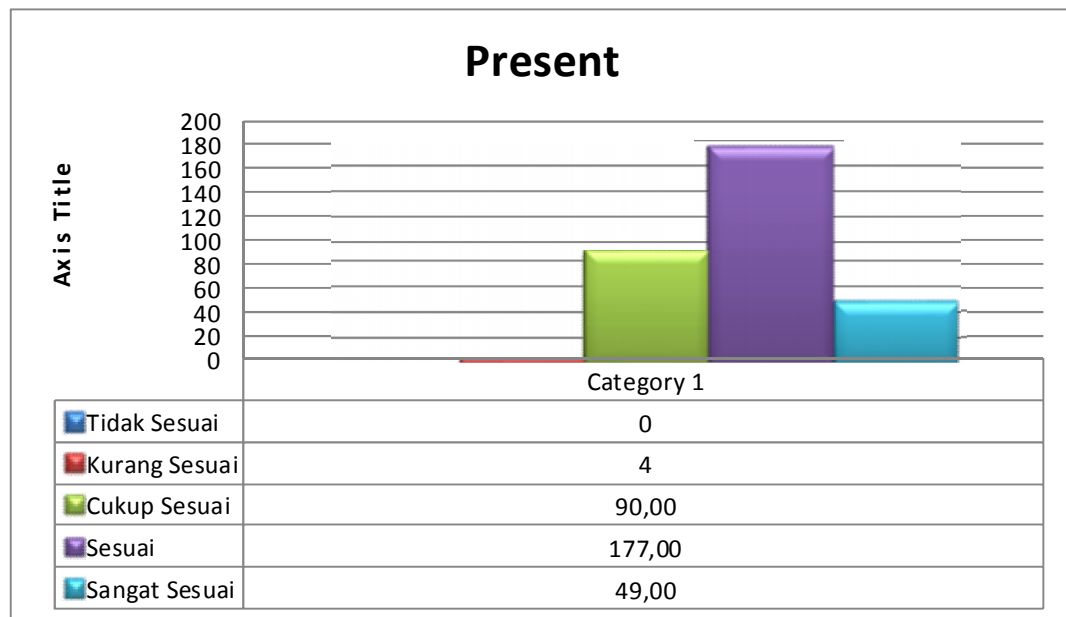
*“The use of present tense is to express the regular activities”*

3) Evaluation

a) Process approach

As the meeting was concluded, the last stage that was done by the teacher was evaluated the process of the teaching and learning. To evaluate it, the teacher gave the students assignment or the test to know the result of the teaching and learning process. The teacher asked the students to complete the missing texts and make the text about their activities everyday. This treatment used by the teacher to evaluate the students in accepting the lesson

b) Product approach



*Chart 2. The total number of the respondents (present tense)*

Based on the assignment that the teacher gave to the students, the teacher knew the students' products determine the level of the students' reception of material. The teaching and learning process has been called success when the students can achieve the goal or the purpose of the lesson based on the lesson plan. Based on the questionnaires of the students, the researcher got the data that the students able to accept the lesson of *Present Tense* well because the language that was used by the teacher was easy to understand. The source of the material also had many tasks so it helped the students to evaluate the lesson.

### **b. The 3<sup>rd</sup> meeting**

#### **1) Preparation**

The teacher had prepared what he need in the teaching and learning, before the teaching and learning process had been started. Preparation was always done

by the teacher in order to make the teaching and learning process run effectively and the students accepted the lesson so that finally could implemented in a real situation. There are three things that the teacher had prepared before he came to the class.

a) Lesson plan

The teacher had prepared the lesson plan as the guide in delivering the lesson. In this case, the lesson plan that the teacher prepared, has been suitable with the grade of the students. The researcher found that the goal of the lesson had been decided based on the lesson plan in order to aid the teacher managed the lesson to run effectively in a right corridor. Then, the indicators are used to evaluate the students' success in achieving the goal of the lesson. The goal and the indicators of meeting one can be seen as in the lesson plan that was prepared by the teacher. In the second meeting of the observation, the teacher would taught *short functional text (announcement)* to the students. The lesson would been taught to the tenth grade students.

*Indikator:*

- Mampu mengungkapkan makna dalam bentuk teks tulis fungsional pendek(misalnya: pengumuman, iklan, undangan, dll).

*Tujuan pembelajaran :*

*Siswa mampu mengungkapkan makna yang terdapat dalam iklan ataupun undangan yang ada.*

b) Learning material

The second subject that had been prepared by the teacher is the learning material. The learning material as a source to achieve the goal had the important part in delivering the lesson. From the observation and interview that had been

done, the researcher found the task book *Tuntas* as a source of learning material. The teacher choosed the book because it has complete explanation about the lesson that would been taught. The explanation was easy to understand by the students. The book also had many tasks that could be used by the teacher to examine the students during the lesson.

#### c) Learning media

The final preparation that had been done was preparing the learning media. In the observation, the researcher found that the teacher only used the book as a media, notebook and LCD projector to show the explanation in power point.

### 2) Learning Process

#### a) Introduction

The first step in the learning process was introduction. In this step, the teacher entered the class, greeted the students and then checked the attendance. The teacher also handled the situasion because there were some students make a noisy in the class. Then the teacher invited the students to stand up when responsed the greeting and asked the students to clap their hands in order to bulid their spirit before the teaching and learning process

#### b) Main Acts

##### ➤ Exploration

In this process the teacher gave questions to the students?

(T = teacher, S = student)

*T: have you ever heard or read the announcement?*

*S : Yes.*

*T: where do you usually find it?*

*S: in the airport, in the school.*

*T: good!*

The question was aimed to recall the students' knowledge about announcement. The teacher then asked another question to explore more about the material.

*T : have you ever make an announcement?*

*S : yes, I have*

#### ➤ Elaboration

After the second question, the teacher moved on to the next step of learning, elaboration. In the process of elaboration there were also some stages. The steps were building knowledge of field (BKOF), joint construction of text (JCOT), modeling of text (MOT), and independents construction of text (ICOT). In the process of building knowledge of the field, the teacher discussed the use of blurb and announcement.

#### *Defintion of announcement*

*Adalah sebuah pernyataan umum yang berisi informasi tentang sesuatu acara atau kegiatan yang akan berlangsung.*

#### *ATTENTION*

*To apply for a new drives license, come to the BRI to buy a form. Then bring the form you have completed to the license office Monday through Friday between*

*8.00 a.m. and 2.30 p.m. You will take a written test and a driving test after you fill in other forms from the license office. There will be a fee but not much.*

In the step of joint construction of the text, the students discussed the used of announcement. While, in the step of modeling of the text, the teacher explain the use of announcement in a real context situation. As for the process of independent construction of the text, the students were asked to answer the questions based on the announcement texts and to make an announcement text.

### ***Text 1***

*Attention, please!*

*Continental executive bus will be leaving for Bukit Tinggi through Pekan Baru at 14.40. would passengers now board the bus?*

### ***Text 2***

*Beta supermarket New Year sale. We offer special prices for the following items only for a week. You can get one kilo of sugar, regular price: Rp. 6.800,- for only Rp. 5.000 rupiah. Ten kilograms of rice, regular price: Rp. 70.000,- for only 50.000,- Don't miss it.*

### ***Text 3***

*Thank you for visiting our show room. Here, we are going to show you a new product. A fantastic vacuum cleaner and how it works. First, fix the hose. Plug the cord into the socket. Then start the vacuum cleaner by pushing the on button. No sweeping no wasting time.*

**Text 4**

*Good morning,*

*Before we start working today, I'd like to remind you of this. As a supervisor who monitors the projects, make sure everything is in the place. First, about the working hours. Work starts at 9 a.m. to 4 p.m. Workers should remain in the area during nap period. Punctuality is obligatory. Second, you have to take good care all of the tools you used. Don't forget to put them away when you have finished. That's all I want to say this morning. Happy working.*

***Answer the questions below.***

1. *Which bus goes to "Bukit Tinggi"?*
2. *What time is the bus leaving?*
3. *What is the special price of one kg of sugar?*
4. *What kind of items is on sale?*
5. *Where does the information come from?*
6. *What product is being explained?*
7. *What do you do after fix the hose?*
8. *What time should the employees start working?*
9. *What does the company want the workers to be?*
10. *What is the purpose of the speech?*

### 3) Evaluation

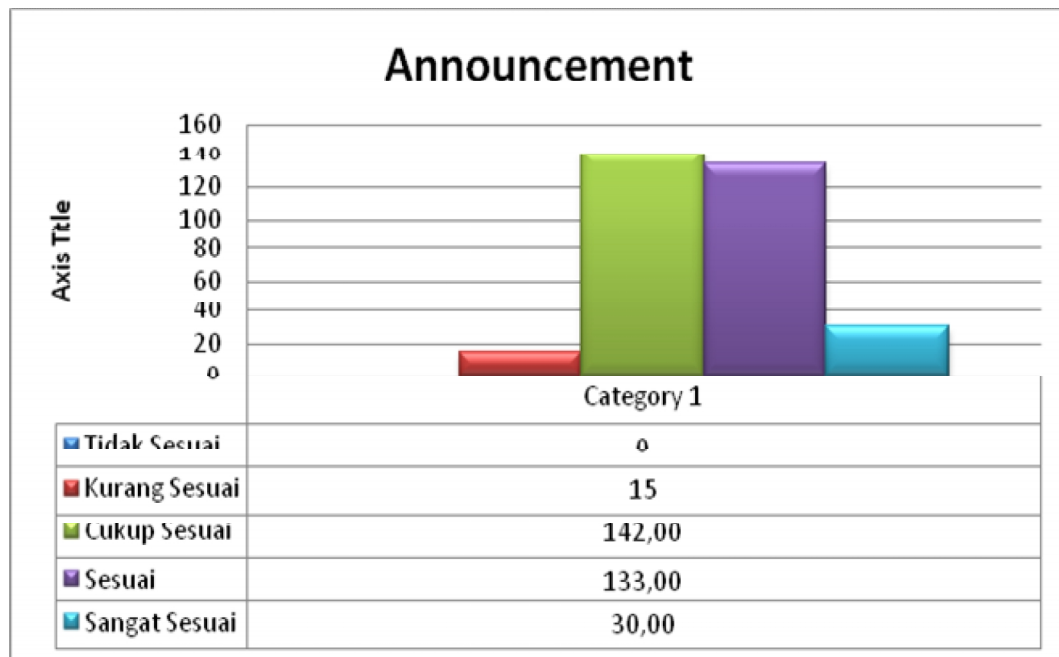
#### a) Process approach

As the meeting was concluded, the last stage that was done by the teacher was evaluated the process of the teaching and learning. To evaluate it, the teacher gave the assignment or the test to know the result of the teaching and learning process. The teacher asked the students to make an announcement. This treatment used by the teacher to evaluate the students in accepting the lesson

#### b) Product approach

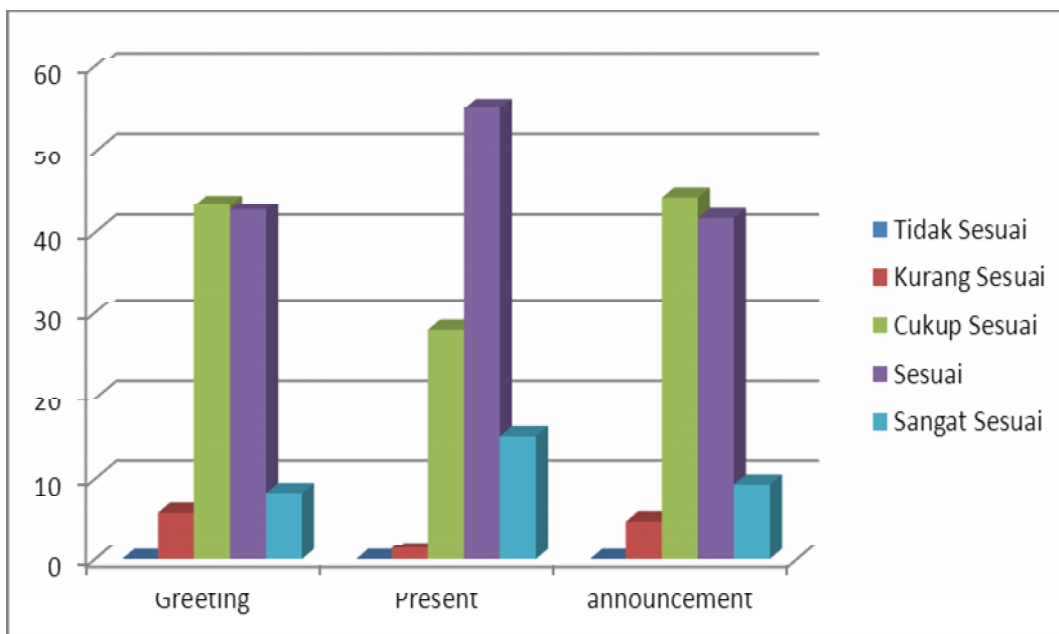
Based on the assignment that the teacher gave to the students, the teacher knew the students' products determine the level of the students' reception of material. The teaching and learning process has been called success when the students can achieve the goal or the purpose of the lesson based on the lesson plan. Based on the questionnaires of the students, the researcher got the data that the students able to accept the lesson of *Announcement* well because the language that was used by the teacher was easy to understand. The source of the material also had many tasks so it helped the students to evaluate the lesson.





*Chart 3. The total number of the respondents (announcement)*

## B. Discussion



*Chart 4. The comparison among the meetings*

The researcher found that from the three meetings, there were some stages that was done by the teacher in the teaching and learning process. The first stage was preparation. In the preparation stage, the teacher prepared the lesson plan, learning materials, and learning media before delivering the lesson. It must be done by the teacher to make the teaching and learning process run effectively in right corridor. The next stage was the learning process. In this process, there were two steps that was done by the teacher, they were; introduction and main acts. The teacher introduced and did the main acts based on the preparation stage. The last stage was evaluation. In the three meetings, after the teacher delivered the lesson, the teacher gave the tasks to the student to evaluate the student's product

determine of the materials. The researcher found that what the teacher did in the teaching and learning, had appropriated with the lesson plan as a guide in the process of teaching and learning. The questionnaires showed most of the respondents suggested that the teaching and learning process in the first, second, and three meeting were suitable with the learning material and finally the students could achieved the goal of the teaching and learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter deals with two parts namely, conclusion and suggestion. The first part presented the conclusions derived from the research study. The second part presented suggestions intended for the English teachers and learners and the other researchers.

#### **A. Conclusion**

As it was stated in Chapter I, the objective of the research is to observe and to find out how the English language teaching and learning process at SMA Negeri 1 Minggir is going on. There were three stages in the process of English teaching and learning process which were discussed in this research report. The first stage was the teaching preparation. The next stage was the classroom teaching and learning process. The last stage was the learning evaluation.

In the stage of teaching preparation, the teacher did major acts. The teacher prepared the lesson plan based on the curriculum. The provided learning material was appropriate for the tenth grade of senior high school students. The use of task-book *Tuntas* as one of learning source give the students more opportunity to practice because there were lot of exercises and tasks to do. Unfortunately, the teaching learning processes were less of supplementary learning media that can be an addition to make the lesson more attractive and interesting.

The stage of teaching and learning process in five meetings had appropriated with the lesson plan. The steps in delivering the lesson had been suitable with the steps listed in the lesson plan that has prepared by the teacher.

In the evaluation, it can be reported that based on the observation, the evaluation process was done well by the teacher. There were many tasks that were done by the students, which could be used by the teacher as learning evaluation. The results of the students's learning evaluation were satisfying. It means that the learning materials were successfully delivered. So it could be simply said that the process of English teaching and learning in the tenth grade of senior high school students at SMA Negeri 1 Minggir was succeed.

## **B. Suggestion**

This part presents some suggestions that will hopefully give a new idea. The first suggestion is intended for the English teachers and learners in order to provide better English teaching and learning process, especially in senior high schools. The second is for other researches which are willing to conduct similar research.

### **1. The English teachers and learners**

To conduct an entertaining, easy and communicative language teaching and learning is not easy. It is not only the English teacher's responsibility but also the students. Based on that reason, it can be suggested to the English teachers to improve their way in teaching. The teacher should develop teaching technique and media to make the lesson interesting, that can motivated the students. It also

suggested for the English teachers, to be more open-minded to the using of alternative books and other learning sources as additional supports of knowledge in the teaching and learning process. As for the students, they have to motivate themselves and others to be always have interest in learning. The students should be as communicative as they can, so they can give a better feedback to the teacher to conduct a better lesson.

## 2. The other researchers

It is expected that the result of the study can give an informative input to other researchers who willing to conduct similar researches. It was already stated above that this research was a survey on overall the English language teaching and learning process. It can be suggested to the other researchers to dig deeper in a specific aspect of teaching and learning, for example, only focus on the teacher's preparation before conducting a lesson, or explore the motivation of students' interest in the process of English teaching and learning. Hopefully, it can be done in the future by other researchers in the further researches.

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# APPENDIX

### Observation Form

Aspects	Yes	No
1. Preparation		
- The teacher preparing a lesson plan?		
- The teacher preparing learning materials?		
- The teacher preparing learning media?		
2. Learning Process		
- The teacher go into the class on time?		
- The teacher manage the class situation?		
- The teacher open the lesson?		
- The teacher deliver the lesson?		
3. Evaluation		
- The teacher evaluate the lesson?		
- The teacher conclude the lesson?		



**Interview-sheet**  
**1<sup>st</sup> meeting**  
 (Teacher)

**Preparation**

1. Apakah anda menyiapkan RPP sebelum anda mengajar?

.....

2. Apakah sumber yang anda gunakan sebagai penyedia materi mengajar?

.....

3. Apakah media belajar yang anda gunakan?

.....

**Learning Process**

1. Bagaimana anda membuka proses belajar mengajar di kelas?

.....

2. Bagaimana cara anda menyampaikan materi di dalam kelas?

.....

3. Bagaimana anda menutup proses belajar?

.....

**Evaluation**

1. Bagaimana anda mengevaluasi proses belajar mengajar di kelas?

.....

2. Apa teknik yang anda gunakan?

.....

3. Bagaimana anda mengukur tingkat keberhasilan proses belajar mengajar?

.....

**Interview Sheet**  
**1<sup>st</sup> meeting**  
 (Teacher)

Nama: Jano Widiansyah, S. pd.

1. Apakah anda selalu menyiapkan RPP sebelum anda mengajar?

Jawaban:

Sebelum saya

ngajar dikelas saya selalu mempersiapkan RPP mas.

2. Apakah sumber yang anda gunakan sebagai penyedia materi mengajar?

Jawaban:

Sumber yang saya gunakan adalah mengambil dari LKS pegangan guru bahasa inggris TUNTAS. Isine lengkap dan gampang dimengerti murid.

3. Apakah media belajar yang anda gunakan?

Jawaban:

Media yang saya gunakan biasane pake lcd,tape juga sering tapi ini memakai media lks tuntas.

4. Bagaimana anda membuka proses belajar mengajar di kelas?

Jawaban:

Saya klo masuk kelas biasanya trus greeting mas,. Hi how are you today? Kan say hello sama anak2. Tak lanjut berdoa sebelum masuk pelajarannya.

5. Bagaimana metode/cara anda menyampaikan materi di dalam kelas?

Jawaban:

Pada pertemuan yang ini saya menggunakan metode EEC (Exploration, Elaboration, Confirmation).

6. Bagaimana anda menutup proses belajar?

Jawaban:

Bersama-sama dengan siswa menyimpulkan topik pembelajaran

*"The use of greeting is to greet someone. However, there is a difference when we greet someone based on their age."*

Memberikan tugas tindak lanjut tak kasih pr biar dikerjakan dirumah.

7. Bagaimana anda mengevaluasi proses belajar mengajar di kelas?

Jawab:

Siswa saya suruh menyimpulkan kembali apa yang tadi dipelajari. Siswa saya kasih tugas untuk membuat percakapan yang menggunakan ragam bahasa *'greeting, introducing oneself and others dan leave taking'*.

8. Apa teknik yang anda gunakan?

Jawaban:

Teknik apa mas maksudnya?

Teknik mengajar yang anda gunakan Pak, kan ada teknik lecture, Class discussion, Simulation, role-plays and games sama yang satunya teknik audio visual.

Kalau itu semua teknik pernah saya gunakan tapi kebanyakan yang tak pakai teknik ceramah alias lecture.

9. Bagaimana anda mengukur tingkat keberhasilan proses belajar mengajar?

Jawab:

Hasil dari para siswa membuat percakapan yang menggunakan ragam bahasa *'greeting, introducing oneself and others dan leave taking'* itu nanti saya nilai untuk mengetahui dan mengukur tingkat keberhasilan siswa.

**Interview Sheet**  
**2<sup>nd</sup> meeting**  
 (Teacher)

1. Apakah anda menyiapkan RPP sebelum anda mengajar?

Jawab:

Ya, saya menyiapkan RPP.

2. Apakah sumber yang anda gunakan sebagai penyedia materi mengajar?

Jawaban:

Sumber yang saya gunakan yaitu LKS tuntas dan Teks lisan berbentuk present.

2. Apakah media belajar yang anda gunakan?

Jawab:

Pake LCD, power point dan laptop

3. Bagaimana anda membuka proses belajar mengajar di kelas?

Menyapa siswa ketika masuk kemudian berdoa setelah itu memanggil satu persatu siswa (presensi).

4. Bagaimana cara anda menyampaikan materi di dalam kelas?

Jawab:

Dengan cara penugasan, diskusi, Tanya jawab.

5. Bagaimana anda menutup proses belajar?

Jawab:

Mengajak siswa menyimpulkan tentang kalimat present.

4. Bagaimana anda mengevaluasi proses belajar mengajar di kelas?

Jawab:

Menyuruh siswa untuk membuat dan menulis kegiatan yang dilakukan sehari-hari dari pagi sampai kamu tidur. (make your daily activities, from morning until you sleep).

5. Apa teknik yang anda gunakan?

Jawab:

Ceramah.

Bagaimana anda mengukur tingkat keberhasilan proses belajar mengajar?

Jawab:

Menilai hasil exercise make your daily activities,from morning until you sleep yang dikerjakan siswa

**Interview Sheet**  
**3<sup>rd</sup> meeting**  
(Teacher)

1. Apakah anda menyiapkan RPP sebelum anda mengajar?

Jawab:

Ya,sebelum mengajar saya menyiapkan RPP

2. Apakah sumber yang anda gunakan sebagai penyedia materi mengajar?

Jawab:

LKS tuntas dan teks tulis announcement

3. Apakah media belajar yang anda gunakan?

Jawab:

- LCD, laptop dan power point

6. Bagaimana anda membuka proses belajar mengajar di kelas?

Jawab:

Dengan salam, berdoa dan checking attendance.

7. Bagaimana cara anda menyampaikan materi di dalam kelas?

Jawab:

Dengan menggunakan metode penugasan,diskusi dan Tanya jawab.

8. Bagaimana anda menutup proses belajar?

Jawab:

Bersama dengan siswa menyimpulkan kegunaan announcement dan blurb.



4. Bagaimana anda mengevaluasi proses belajar mengajar di kelas?

Jawab:

Menyuruh siswa menjawab soal yang berkaitan dengan materi, yang ada pada lembar kerja siswa tuntas.

5. Apa teknik yang anda gunakan?

Jawab:

Ceramah.

6. Bagaimana anda mengukur tingkat keberhasilan proses belajar mengajar?

Jawab:

Menilai hasil pekerjaan siswa dari jawaban soal siswa.

**Interview Sheet**  
**1<sup>st</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

.....

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

.....

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

.....

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

.....

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

.....

6. Apakah anda memahami materi yang disampaikan?

.....

**Interview Sheet**  
**1<sup>st</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Saya belajar sebelum pelajaran, belajarnya dirumah.

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Ya saya tahu, kemarin pak guru bilang materi hari ini greeting.

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Teknik apa mas,.

Teknik ngajarnya apa diskusi, pake game atau pake lcd audio visual apa malah ceramah.

Ceramah mas.

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

papan tulis,lks tuntas

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

bagus,bisa belajar bahasa inggris.

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Materinya paham.

Tadi itu pak guru ngajar menyapa kalo ketemu orang,. Hi how are you?

**Interview Sheet**  
**1<sup>st</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Saya siapkan buku dan alat tulis biar nanti bisa nyatat.

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Ya tahu.

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Teknik ki apa tha maksude mas?

Teknik ngajarnya apa diskusi,pake game atau pake lcd audio visual apa malah ceramah.

Ceramah mas teknike.

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

Buku lks tuntas

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

Proses berjalan bagus.

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Materine paham.

Tadi itu pak guru ngajar menyapa kalo ketemu orang..

**Interview Sheet**  
**1<sup>st</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Nyiapke buku, membaca sekilas materine yang akan diajarkan.

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Ya tentu saja tahu, kan sudah diberitahu pas pertemuan sebelumnya.

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Teknik apa mas.

Teknik ngajarnya apa diskusi, pake game atau pake lcd audio visual apa malah ceramah.

Menjelaskan didepan kelas.

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

papan tulis,lks tuntas.

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

bagus,menarik.

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Saya paham.



**Interview Sheet**  
**2<sup>nd</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Saya nyiapin buku-buku nya biasanya

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Mengetahui

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Ya njelasin gitu, trus ngasih contoh-contoh soal

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

Power point

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

Biasa saja

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Cukup memahami

**Interview Sheet**  
**2<sup>nd</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Membaca materi di buku

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Mengetahui, karna kemarin pak Janno sudah bilang

9. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Njelasin trus diskusi bersama

10. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

Power point

11. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

Biasa tapi kadang mengasyikkan

12. Apakah anda memahami materi yang disampaikan?

Jawab:

memahami

**Interview Sheet**  
**2<sup>nd</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Ya baca baca dulu sebelumnya

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Tahu

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Kayak ceramah gitu

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

Power point, LCD,Laptop

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

Menyenangkan

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Paham

**Interview Sheet**  
**3<sup>rd</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Baca LKS

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Tau

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Ceramah, ngasih soal buat didiskusikan

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

Pake power point

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

Menarik

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Paham

**Interview Sheet**  
**3<sup>rd</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Belajar-belajar dikit semampu kita

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Ya tau, kemarin sudah dikasih tau soalnya besok apa yang mau diajarkan gitu

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Njelasin biasa pake power point trus ngasih contoh-contoh

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

Pake power point tadi

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

Menarik

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Paham kok, gampang dimengerti

**Interview Sheet**  
**3<sup>rd</sup> meeting**  
(Students)

1. Apa yang anda persiapkan sebelum mengikuti proses pembelajaran?

Jawab:

Buku-buku

2. Apakah anda mengetahui materi yang akan diajarkan?

Jawab:

Tau kok

3. Bagaimana teknik guru anda menyampaikan materi di dalam kelas?

Jawab:

Ceramah trus ngasih soal

4. Apa media yang digunakan guru dalam menyampaikan pelajaran?

Jawab:

Pake power point

5. Apakah pendapat anda tentang proses pembelajaran di kelas?

Jawab:

Cukup menyenangkan, tapi kadang biasa aja

6. Apakah anda memahami materi yang disampaikan?

Jawab:

Ya agak paham

### Evaluasi Proses Belajar Mengajar Bahasa Inggris

Nama Pelajaran : Bahasa Inggris

Pokok Bahasan : greeting

Sub Pokok Bahasan : menyapa, berkenalan, berpisah

Sasaran Pembelajaran : siswa kelas X I SMA N 1 Minggir

Nama siswa : .....(boleh tidak diisi)

#### Petunjuk:

1. Lembar evaluasi ini diisi oleh siswa
2. Evaluasi mencakup aspek pembelajaran, media dan sebagainya.
3. Rentang evaluasi mulai dari "sangat baik" sampai dengan "Tidak baik" dengan cara memberi tanda "v" pada kolom yang tersedia.
4. Keterangan pilihan

TS/TB : Tidak sesuai/Tidak baik

KS/KB : Kurang sesuai/Kurang baik

CS/CB : Cukup sesuai/Cukup baik

S/B : Sesuai/Baik

SS/SB : Sangat Sesuai/Sangat baik

5. Komentar, kritik, dan saran mohon dituliskan pada kolom yang telah disediakan dan apabila tidak mencukupi mohon ditulis pada kertas tambahan yang telah disediakan.

#### Keterangan :

1. Data pengisian ini hanya untuk kepentingan karya tulis
2. Semua jawaban dirahasiakan
3. Tidak ada kaitannya dengan hasil/nilai Anda



**Daftar Pertanyaan**

NO	Questions	TS	KS	CS	S	SS
		TB	KB	CB	B	SB
1.	Menurut Anda apakah materi ajar sesuai dengan apa yang anda butuhkan?					
2.	Apakah media belajar yang digunakan membantu Anda dengan baik?					✓
3.	Menurut Anda bagaimana cara guru Anda mengajar dikelas?					
4.	Menurut pendapat Anda bagaimana teknik mengajar yang digunakan oleh guru Anda?					
5.	Apakah bahasa pengantar yang digunakan sesuai dengan Anda?					
6.	Bagaimana menurut Anda mengenai cara penyampaian materi oleh guru?					
7.	Bagaimana dengan tingkat kesulitan tugas yang Anda kerjakan pada saat pelajaran?					
8.	Bagaimana pemecahan masalah yang ditawarkan guru untuk mengatasi kesulitan Anda dalam pelajaran?					
9.	Menurut Anda bagaimana cara evaluasi belajar yang diterapkan oleh guru didalam kelas?					
10.	Menurut Anda bagaimana tingkat keberhasilan proses belajar mengajar dikelas?					

**Komentar / Saran :**

### **Evaluasi Proses Belajar Mengajar Bahasa Inggris**

Nama Pelajaran : Bahasa Inggris

Pokok Bahasan : present

Sub Pokok Bahasan : menulis: present

Sasaran Pembelajaran : siswa kelas X I SMA N 1 Minggir

Nama siswa : .....(boleh tidak diisi)

**Petunjuk:**

6. Lembar evaluasi ini diisi oleh siswa
7. Evaluasi mencakup aspek pembelajaran, media dan sebagainya.
8. Rentang evaluasi mulai dari "sangat baik" sampai dengan "Tidak baik" dengan cara memberi tanda "v" pada kolom yang tersedia.
9. Keterangan pilihan

TS/TB : Tidak sesuai/Tidak baik

KS/KB : Kurang sesuai/Kurang baik

CS/CB : Cukup sesuai/Cukup baik

S/B : Sesuai/Baik

SS/SB : Sangat Sesuai/Sangat baik

10. Komentar, kritik, dan saran mohon dituliskan pada kolom yang telah disediakan dan apabila tidak mencukupi mohon ditulis pada kertas tambahan yang telah disediakan.

**Keterangan :**

1. Data pengisian ini hanya untuk kepentingan karya tulis
2. Semua jawaban dirahasiakan
3. Tidak ada kaitannya dengan hasil/nilai Anda

### Daftar Pertanyaan

NO	Questions	TS	KS	CS	S	SS
		TB	KB	CB	B	SB
2.	Menurut Anda apakah materi ajar sesuai dengan apa yang anda butuhkan?					
2.	Apakah media belajar yang digunakan membantu Anda dengan baik?					✓
3.	Menurut Anda bagaimana cara guru Anda mengajar dikelas?					
4.	Menurut pendapat Anda bagaimana teknik mengajar yang digunakan oleh guru Anda?					
5.	Apakah bahasa pengantar yang digunakan sesuai dengan Anda?					
6.	Bagaimana menurut Anda mengenai cara penyampaian materi oleh guru?					
7.	Bagaimana dengan tingkat kesulitan tugas yang Anda kerjakan pada saat pelajaran?					
8.	Bagaimana pemecahan masalah yang ditawarkan guru untuk mengatasi kesulitan Anda dalam pelajaran?					
9.	Menurut Anda bagaimana cara evaluasi belajar yang diterapkan oleh guru didalam kelas?					
10.	Menurut Anda bagaimana tingkat keberhasilan proses belajar mengajar dikelas?					

**Komentar / Saran :**

### **Evaluasi Proses Belajar Mengajar Bahasa Inggris**

Nama Pelajaran : Bahasa Inggris

Pokok Bahasan : Blurb and announcement

Sub Pokok Bahasan : menulis: announcement

Sasaran Pembelajaran : siswa kelas X I SMA N 1 Minggir

Nama siswa : .....(boleh tidak diisi)

**Petunjuk:**

11. Lembar evaluasi ini diisi oleh siswa
12. Evaluasi mencakup aspek pembelajaran, media dan sebagainya.
13. Rentang evaluasi mulai dari "sangat baik" sampai dengan "Tidak baik" dengan cara memberi tanda "v" pada kolom yang tersedia.
14. Keterangan pilihan

TS/TB : Tidak sesuai/Tidak baik

KS/KB : Kurang sesuai/Kurang baik

CS/CB : Cukup sesuai/Cukup baik

S/B : Sesuai/Baik

SS/SB : Sangat Sesuai/Sangat baik

15. Komentar, kritik, dan saran mohon dituliskan pada kolom yang telah disediakan dan apabila tidak mencukupi mohon ditulis pada kertas tambahan yang telah disediakan.

Keterangan :

1. Data pengisian ini hanya untuk kepentingan karya tulis
2. Semua jawaban dirahasiakan
3. Tidak ada kaitannya dengan hasil/nilai Anda

#### Daftar Pertanyaan

NO	Questions	TS	KS	CS	S	SS
		TB	KB	CB	B	SB
3.	Menurut Anda apakah materi ajar sesuai dengan apa yang anda butuhkan?					
2.	Apakah media belajar yang digunakan membantu Anda dengan baik?					✓
3.	Menurut Anda bagaimana cara guru Anda mengajar dikelas?					
4.	Menurut pendapat Anda bagaimana teknik mengajar yang digunakan oleh guru Anda?					
5.	Apakah bahasa pengantar yang digunakan sesuai dengan Anda?					
6.	Bagaimana menurut Anda mengenai cara penyampaian materi oleh guru?					
7.	Bagaimana dengan tingkat kesulitan tugas yang Anda kerjakan pada saat pelajaran?					
8.	Bagaimana pemecahan masalah yang ditawarkan guru untuk mengatasi kesulitan Anda dalam pelajaran?					
9.	Menurut Anda bagaimana cara evaluasi belajar yang diterapkan oleh guru didalam kelas?					
10.	Menurut Anda bagaimana tingkat keberhasilan proses belajar mengajar dikelas?					

**Komentar / Saran :**

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

**Sekolah** : SMA N 1 MINGGIR

**Mata pelajaran** : English

**Program kelas** : Regular class

**Kelas/ semester** : X/ 1

**Aspek skill** : Mendengarkan

**Alokasi waktu** : 2x45 minutes

**Standar kompetensi** : 1. Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog terutama berkenaan dengan wacana berbentuk naratif, prosedur, spoof/recount, report dan news item

**Kompetensi Dasar** : 1.1 Memahami wacana transaksional dan interpersonal ringan (mis, perkenalan, jual beli instruksi guru dan reaksi spontan) dan/atau monolog lisan terutama berkenaan dengan wacana berbentuk naratif, prosedur, spoof, recount, report, dan news item.

**Indikator** :

- Siswa mampu merespon dengan benar tindak tutur di dalam wacana transaksional/ interpersonal dengan benar tentang berkenalan.
- Siswa mampu merespon dengan benar tindak tutur di dalam wacana transional dan interpersonal dengan benar tentang bertemu.
- Siswa mampu merespon dengan benar tindak tutur di dalam wacana transional dan interpersonal dengan benar tentang berpisah.

**A. Tujuan pembelajaran** :

Pada akhir pelajaran, siswa mampu merespon dengan tindak tutur di dalam wacana transaksional dan interpersonal dengan benar tentang menyapa, berkenalan, memperkenalkan orang lain, dan berpisah.

**B. Materi pokok pembelajaran :**

## 1. Menyapa

Contoh : Good morning  
Hi, how's life?

## 2. Berkenalan

Contoh : Hi , my name is ....  
Hello, i am ...

## 3. Memperkenalkan orang lain

Contoh :let me introduce my friend, his name is...  
  
May i introduce my friend, his name is...

## 4. Berpisah

Contoh : i am sorry, i have to go now.  
  
I'll talk you later

**C. Metode:** EEC (Exploration, Elaboration, Confirmation)**D. langkah-langkah pembelajaran :**

## I. Pendahuluan

a. Guru menyapa siswa-siswa

b. Guru mengecek kehadiran siswa-siswa

## II. Proses pembelajaran

**Exploration**

a. guru memberikan pertanyaan greeting

contoh : T: Hi, how's life?

S: I am fine, and you?

T: I am very well, thank you.

b. Guru menanyakan kapan penggunaan greeting kepada siswa

Contoh : T : anybody knows, when we use greeting?

S : the used of greeting when we meet someone.

**Elaboration**

(building knowledge of field)

- Guru mendiskusikan penggunaan greeting  
(Join construction)

- Siswa mendiskusikan penggunaan greeting dengan kehidupan sehari-hari  
(Modeling of text )

- guru menjelaskan penggunaan greeting sesuai dengan kehidupan sehari-hari (formal and informal



greeting)  
(independents construction)

- masing-masing peserta didik membuat dialogue greeting (formal dan informal)

### Confirmation

- Secara klasikal guru meminta siswa untuk menyampaikan kesimpulan dari kegiatan pembelajaran hari ini.

Kesimpulan:

*“The use of greeting is to greet someone. However, there is a difference when we greet someone based on their age.”*

- . Memberikan penugasan untuk pertemuan berikutnya.

### III. Kegiatan penutup

13. Bersama-sama dengan siswa menyimpulkan topik pembelajaran
14. Memberikan tugas tindak lanjut

**E. Sumber belajar** : TUNTAS, graha pustaka, halaman 5-6

### F. Tugas :

TUGAS TERSTRUKTUR MANDIRI

Membuat percakapan yang menggunakan ragam bahasa ‘*greeting, introducing onself and others dan leave taking*’

- **Score** :

Both asking for the condition	score
With true grammar, true pronunciation, good intonation, and no fillers	4
With true grammar, true pronunciation, good intonation, and fillers	3
With true grammar, true pronunciation, bad intonation, and fillers	2
With true grammar, false pronunciation, bad intonation, and fillers	1
No Answer	0

Yogyakarta, 15 Juli 2013

Kepala Sekolah

Guru Mata Pelajaran

Drs. Suharto

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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

**Sekolah** : SMA N 1 MINGGIR

**Mata pelajaran** : English

**Program kelas** : Regular class

**Kelas/ semester** : X/ 1

**Aspek skill** : Menulis: present

**Alokasi waktu** : 2x45 minutes

**Standar kompetensi** : Menulis

6. mengungkapkan makna teks tulis fungsional pendek dan esei sederhana berbentuk recount,narrative, procedure dalam konteks kehidupan sehari-hari.

**Kompetensi Dasar** :

6.1. mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya: pengumuman, iklan, undangan, dll) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

6.2. mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure.

**Indikator** :

- Dapat mengungkapkan makna dalam teks fungsional pendek menggunakan ragam bahasa tulis dalam bentuk recount.
- Dapat mengungkapkan makna dan langka-langkah retorika secra akurat dengan menggunakan ragam bahasa tulis berbetuk recount.

### A. Tujuan pembelajaran :

Siswa mampu mengungkapkan pengalaman dan peristiwa secara tertulis serta mampu merespon pengalaman/peristiwa yang didengar dengan menjawab pertanyaan dalam bentuk recount.

### B. Materi Pokok/pembelajaran:

➤ Present times .

➤ Tense

✓ Present Tense

{S+ V1(s/es) + Complement} ATAU {S+ (is/am/are)+complement}

### C. Metode :

Metode: Penugasan, diskusi, dan tanya-jawab

Model: Jigsaw/Examples Non Examples/ Numbered heads together

### D. langkah-langkah pembelajaran :

#### Kegiatan Pendahuluan (5')

1. Menyiapkan perlengkapan pembelajaran
2. Memberi salam (Greeting)
3. Menertibkan siswa
4. Memberi motivasi

#### Kegiatan Eksplorasi

➤ Bertanya-jawab tentang aktifitas siswa sehari-hari

Contoh:

T : Hi, Rita. What activity from morning till you back to your bed.

S : In the morning, i usually wakes up in....

T : mengikuti jawaban siswa. (Kemudian menjelaskan tentang penggunaan tenses yang benar untuk menceritakan aktivitas atau rutinitas.)

#### Kegiatan Elaborasi

#### Building Knowledge of the field (20)

- Mendiskusikan kegunaan dan bentuk kalimat present times

### **Joint Construction**

- Menceritakan rutinitas yang dilakukan sehari-hari kepada teman yang lain.
- Mendiskusikan urutan kejadian yang diceritakan masing-masing anggota kelompok.

### **Modeling of the text. (30')**

- Mengidentifikasi makna gagasan dari rutinitas yang didengar secara individu
- Mengidentifikasi langkah-langkah retorika present tense
- Secara berkelompok mengidentifikasi penanda dalam present tense.

### **Independent construction (20')**

- Masing-masing peserta didik rutinitas mereka.

### **Kegiatan Konfirmasi (15')**

1. Secara klasikal guru meminta siswa untuk menyampaikan kesimpulan dari kegiatan pembelajaran hari ini.

Kesimpulan:

*“Present tense is a tense which is used in order to express that something happens all the time or habits, that is, action happening every (day, week, month and year)”*

2. Memberikan penugasan untuk pertemuan berikutnya.

Kegiatan penutup

1. Bersama-sama dengan siswa menyimpulkan topik pembelajaran
2. Memberikan tugas tindak lanjut

### **E. Alat/Bahan/Sumber**

- Alat: tape dan kaset
- Bahan: teks lisan berbentuk *presents* dan LKS

### **F. Tugas :**

#### **Exercise I**

Please complete the text with suitable words

### Nick, A Police Officer

Nick .....a young police officer. He .....twenty five years old and he .....single. He .....from Perth. He (starts) working at 7 a.m. He usually (control) the traffic in front of the Randwick Junior High School. He (help) students cross the street. After the school (start) he (go) back to his office. He usually (go) everywhere by a police motorbike. At 4 p.m he (go) home. He (love) his job as a police officer.

### Exercise 2

Please make your daily activities, from morning until you sleep.

Yogyakarta, 15 Juli 2013

Kepala Sekolah

Guru Mata Pelajaran

Drs. Suharto

Janno Widiensyah S.Pd

NIP. 19630406 198803 1 008

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

**Sekolah** : SMA N 1 MINGGIR

**Mata pelajaran** : English

**Program kelas** : Regular class

**Kelas/ semester** : X/ 1

**Aspek skill** : Writing: Blurbs & Announcement

**Alokasi waktu** : 1x45 minutes

**Standar kompetensi** : Menulis

6. Mengungkapkan makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari

**Kompetensi Dasar** :

- 6.1. mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya: pengumuman, iklan, undangan, dll) resmi dan tak resmi dengan menggunakan ragam bahasa secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

**Indikator** :

- Mampu mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya: pengumuman,

iklan, undangan, dll).

#### **F. Tujuan pembelejaran :**

Siswa mampu mengungkapkan makna yang terdapat dalam iklan ataupun undangan yang ada.

#### **G. Materi Pokok/pembelajaran:**

##### **1. Announcement**

Announcement is divided into two:

##### **a. Spoken announcement**

It is used usually on Television and Radio. In delivering radio news, newsreaders should pay attention to some elements. One of them is their tone. Therefore, the written form which the newsreaders read should use punctuation correctly and with care. The proper deployment of commas, semi-colons, dashes and full stops is a great help to newsreaders, particularly when they haven't had the chance to look at in advance.

##### **b. Written announcement**

In the written form, the announcements should be short. The aim is to convey what makes the book unique in a small amount of space.

##### **2. Blurbs**

A blurb is a short summary or some words of praise accompanying a creative work usually referring to the words on the back of the book but also commonly seen on the DVD and video cases, web portals and news website.

#### **H. Metode :**

Metode: Penugasan, diskusi, dan tanya-jawab

Model: Jigsaw/Examples Non Examples/ Numbered heads together

#### **I. langkah-langkah pembelajaran : Kegiatan Pendahuluan (5')**

5. Menyiapkan perlengkapan pembelajaran
6. Memberi salam (Greeting)
7. Menertibkan siswa
8. Memberi motivasi

### Kegiatan Eksplorasi

➤ Bertanya-jawab tentang aktifitas siswa sehari-hari

Contoh:

T : Hi, Rita. Have you ever read the note behind the novel?

S : Yes, i have.

T : what do you think of it??

S : mengikuti jawaban siswa.

### Kegiatan Elaborasi

#### Building Knowledge of the field (15)

- Mendiskusikan tentang penggunaan Blurb and Announcement
- Mendiskusikan tata cara penggunaan Blurb and Announcement
- Memberikan contoh bagaimana penggunaan Blurb and Announcement

#### Independent construction (20')

- Masing-masing peserta didik mengerjakan tugas yang berhubungan dengan Blurb and Announcement

#### Kegiatan Konfirmasi (15')

3. Secara klasikal guru meminta siswa untuk menyampaikan kesimpulan dari kegiatan pembelajaran hari ini.

Kesimpulan:

*"The use of announcement and Blurb is to give some information about something happens in the book or the event."*

4. Memberikan penugasan untuk pertemuan berikutnya.

Kegiatan penutup

1. Bersama-sama dengan siswa menyimpulkan topik pembelajaran
2. Memberikan tugas tindak lanjut

### J. Alat/Bahan/Sumber

- Alat: tape dan kaset
- Bahan: teks tulis of *Announcement & Blurb* dan LKS

F. Tugas :



#### TUGAS TERSTRUKTUR MANDIRI

- Menjawab soal yang berkaitan dengan materi, yang ada pada lembar kerja siswa

#### TUGAS TIDAK TERSTRUKTUR MANDIRI

- Peserta didik mencari contoh pengumuman di internet

Yogyakarta, 15 Juli 2013

Kepala Sekolah

Guru Mata Pelajaran

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NIP. 19630406 198803 1 008

NIM.

## Field Notes

## First Meeting

Teacher : Good morning!

Students : Good morning, Sir!

Teacher : Stand up please!

Students : (stand up)

Teacher : How are you?

Students : I am fine, thank you. And you, Sir?

Teacher : Very well. Oke, sit down please.

Students : (sit down)

Teacher : I will check the attendance first.

(checking the attendance).....

Students :.....

Teacher : Oke, when I say “*Hi, how are you?*”, you answer it with?

Students : *I am fine, and you?*

Teacher : And I answer, “*I am very well, thank you.*”

Now, anybody knows when we use greeting?

Students : The use of greeting when we meet someone.

Teacher : Good! Let’s discuss another example of greeting and the response.

(the teacher explained the examples of greeting).....

❖ *Greeting*

- |   |   |
|---|---|
| ○ <i>Formal Greetings</i>                     | <i>Responses</i>                                      |
| - <i>Good morning</i>                         | - <i>Good morning</i>                                 |
| - <i>Good afternoon</i>                       | - <i>Good afternoon</i>                               |
| - <i>Good evening</i>                         | - <i>Good evening</i>                                 |
| ○ <i>Informal Greetings</i>                   | <i>Responses</i>                                      |
| - <i>Hi, how's life?</i>                      | - <i>Terrific. And you?</i>                           |
| - <i>What's news?</i>                         | - <i>Just fine, thanks.</i>                           |
| ❖ <i>Introducing Oneself and Other people</i> |   |
| ○ <i>Introducing Oneself</i>                  | <i>Responses</i>                                      |
| - <i>Hi, I'm Bagas</i>                        | - <i>Hi, I'm Rhea. Glad to meet you.</i>              |
| - <i>Hello, my name is Bagas</i>              | - <i>Hello, my name is Rhea. Pleased to meet you.</i> |
| ○ <i>Introducing others</i>                   | <i>Responses</i>                                      |
| - <i>Do you know Bagas?</i>                   | - <i>No, I don't think so</i>                         |
| - <i>Have you met Bagas?</i>                  | - <i>No, I haven't</i>                                |
| ❖ <i>Leave Taking</i>                         | <i>Responses</i>                                      |
| - <i>Sorry, I have to go now</i>              | - <i>Yes of course. See you.</i>                      |
| - <i>I'll talk to you later</i>               | - <i>Sure. See you later.</i>                         |

Teacher : oke, what kind of greeting that you usually use?

Students : Hello, how are you, good morning, good afternoon, I'm fine, how do you do.

Teacher : Excellence!

Now, I have the dialogue that is not complete yet. Your task is to complete the dialogue. Oke this is the dialogue, please fill the blank to complete this dialogue.

6. Mr. Surya : *Good morning, Luqman. How are you?*

Luqman : .....

Mr. Surya : ..... *How is your family?*

Luqman : ..... *Thank you.*

Mr. Surya : *I'm sorry, but I really have to go now. It's been nice talking to you.*

7. Maria : *Hi, Randy*

Randy : .....

Maria : ..... *and you?*

Randy : ..... *how's work?*

Maria : ..... *would you like a cup of tea?*

Randy : *I'd love to but ..... I have lot of work to do.*

*I will call you this evening.*

Maria : ..... *Take care*

Randy : *Thanks. You too.*

8. Arumi : *That's Nayla.....?*

Jean : *No, I haven't.*

Arumi : *Hi, Nay. How's everything?*

Nayla : .....

Arumi : ..... *thanks. Nayla,.....Jean*

Nayla : *Hi....., Jean.*

Jean : .....

9. Roger : *Excuse me,.....My name is Roger Federer.*

Rafael : *How do you do, Mr. Federer?*

Roger :..... Mr. Nadal?  
 10. Lee :Good morning Mr. Takashi. How are you?  
 Mr. Takashi : .....How about you?  
 Lee : ..... I don't think you have met my secretary, Ms. Nadia. Nadia, this Lee.  
 Mr. Takashi : .....?  
 Nadia : .....?  
 Lee : .....

Answer carefully, I will give you ten minutes to finish this task.

Students : oke sir  
 Teacher : finish?  
 Students : not yet  
 Teacher : oke,. I will give you 5 minutes  
 Students : okeee  
 Teachers : time is up,. Oke (teacher check the dialogue by inviting some of the student to act in front of the class)  
 Students : (act it out in front of the class).....  
 Teacher : so, we can conclude that, what?.....  
 Yg kita pelajari tadi lho, bisa disimpulkan apa  
 Students : (one of student answer). *The use of greeting is to greet someone. However, there is a difference when we greet someone based on their age.*  
 Teacher : Great!  
 Now, please make a group in pair then make a dialogue about greeting. After that, act it out in front of the class.  
 Students : Yes, Sir. (students do it).....  
 Teacher : checking the group, asking whether any problem or not  
 Finish?  
 Students : Yes, Sir.  
 Teacher : (teacher ask the students to act it out in front of the class to evaluate the lesson)  
 Students : (act it out in front of the class)  
 Teacher : Oke, that's all for today. See you next time. Next time we will discuss about shortfunctional texts (present tense). Study about it at home.  
 Students : yes, Sir. See you.

Field notes  
Second meeting

Teacher : Good morning!

Students : Good morning, Sir!

Teacher : Stand up please!

Students : (stand up)

Teacher : How are you?

Students : I am fine, thank you. And you, Sir?

Teacher : Very well. Oke, sit down please.

Students : (sit down)

Teacher : I will check the attendance first.

(checking the attendance).....

Students : .....

Teacher : what do you do every Sunday morning, Anto?

Students : I play football, Sir.

Teacher : Great. Amira, what do you do every Sunday morning?

Students : I watch the television.

Teacher : excellent. Yang dipojok kiri what do you do every Sunday morning?

Students : emmm..emmm I always fishing in river.

Teacher : anybody knows, when we use time marker?

Students : when we express our regular activities.

Teacher : yes good, we use time marker when express our regular activity. (teacher write in front of the class, then opened the power point to explain about time maker and present tense).....

<i>Time Marker</i>	
<ul style="list-style-type: none"> <li>- <i>Always</i></li> <li>- <i>Generally</i></li> <li>- <i>Regularly</i></li> <li>- <i>Occasionally</i></li> <li>- <i>Seldom</i></li> <li>- <i>Never</i></li> <li>- <i>Once a week</i></li> <li>- <i>Twice a week</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Frequently</i></li> <li>- <i>Often</i></li> <li>- <i>Usually</i></li> <li>- <i>Sometimes</i></li> <li>- <i>Rarely</i></li> <li>- <i>Every day/ month</i></li> <li>- <i>Twice a day</i></li> <li>- <i>5 times a day</i></li> </ul>

### Nominal

S+ to be (is, am, are) + compl

(he, she, it)      (I)      (they, we, you)

Example: I am a senior high school student.

Verbal : S+ v1 (s/ es) + 0

V1 (s/es) akan digunakan jika Subjectnya singular

example: I learn english two days a week

He learns English two days a week

Teacher : now, please arrange the jumbled words here to be a good sentence and give the right verbs.

6.      *The students – a book – every day – (read)*
7.      *Every night – i – (sleep) – in the bedroom*
8.      *(to be ) – he – a captain*
9.      *(visit) – to grandmother' house – my parents – always*
10.      *(make) – my sister - once a month – a cake*

Students : Yes, Sir. ( do the tasks).....

Teacher : Oke,I give you 15 minutes to finished It.

Students : yes,Sir.

Teacher : finish?

Students : Not Yet.

Teacher : 5 minutes

Time is up, oke (the teacher asked some students to answer the tasks)

Then the teacher give another tasks to evaluate the lesson after make a conclusion.

Teacher : so, we can conclude that? kesimpulannya apa?

Students : *“The use of present tense is to express the regular activities”*

Teacher : Yes, that's right. Oke, I think that's all for today and see you tomorrow.

Students : see you, Sir

Teacher : ehmmmmmm, don't forget tomorrow we will study about announcement. Please study at home.

Students : Oke.

#### Field notes

#### Third meeting

Teacher : Good morning!

Students : Good morning, Sir!

Teacher : Stand up please!

Students : (stand up)

Teacher : How are you?

Students : I am fine, thank you. And you, Sir?

Teacher : Very well. Oke, sit down please.

Students : (sit down)

Teacher : I will check the attendance first.

(checking the attendance).....

Students : .....

Teacher : have you ever heard or read an announcement?

Students : yes

Teacher : where do you usually find it?

Students : in the airport, in the school.

Teacher : good! Have you ever make an announcement?

Students : yes, I have.

Teacher : oke, I will explain the definition of announcement.

### *Defintion of announcement*

*Adalah sebuah pernyataan umum yang berisi informasi tentang sesuatu acara atau kegiatan yang akan berlangsung.*

### *ATTENTION*

*To apply for a new drives license, come to the BRI to buy a form. Then bring the form you have completed to the license office Monday through Friday between 8.00 a.m. and 2.30 p.m. You will take a written test and a driving test after you fill in other forms from the license office. There will be a fee but not much.*

The teacher and the students : (discussing the use of the announcement)

Teacher : now, please answer the question based on these short functional text (announcement).

Students : oke sir

Teacher : 15 minutes to answe the question

Students : yes sir

### **Text 1**

*Attention, please!*

*Continental executive bus will be leaving for Bukit Tinggi through Pekan Baru at 14.40. would passengers now board the bus?*

### **Text 2**

*Beta supermarket New Year sale. We offer special prices for the following items only for a week. You can get one kilo of sugar, regular price: Rp. 6.800,- for only Rp. 5.000 rupiah. Ten kilograms of rice, regular price: Rp. 70.000,- for only 50.000,- Don't miss it.*

### **Text 3**

*Thank you for visiting our show room. Here, we are going to show you a new product. A fantastic vacuum cleaner and how it works. First, fix the hose. Plug the cord into the socket. Then start the vacuum cleaner by pushing the on button. No sweeping no wasting time.*

### **Text 4**

*Good morning,*

*Before we start working today, I'd like to remind you of this. As a supervisor who monitors the projects, make sure everything is in the place. First, about the working hours. Work starts at 9 a.m. to 4 p.m. Workers should remain in the area during nap period. Punctuality is obligatory. Second, you have to take good care all of the tools you used. Don't forget to put them away when you have finished. That's all I want to say this morning. Happy working.*

### **Answer the questions below.**

11. Which bus goes to "Bukit Tinggi"?
12. What time is the bus leaving?
13. What is the special price of one kg of sugar?
14. What kind of items is on sale?
15. Where does the information come from?
16. What product is being explained?
17. What do you do after fix the hose?
18. What time should the employees start working?
19. What does the company want the workers to be?
20. What is the purpose of the speech?



Teacher : finish ?

Students : not yet Sir

Teacher : 5 minutes left.

Students : Oke Sir

Teacher : time is up. Now let's check the answer together.

Teacher and students : (checking the answer together)

Teacher : okay, that's all for today, good afternoon. See you next time.

Students : see you.

